# The Six Traits of Writing: Planning for Assessment

*Presenter: Jen Kohan, Writing Coach*

**Today’s Essential Vocabulary**

***Writing Process***: **A system of steps from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that is NOT always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

***Audience****:* **The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the product.**

***Content****:* **Main \_\_\_\_\_\_\_\_\_\_\_ and supporting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

***Organization:* Order and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the piece of writing (sentence, paragraph, or longer work).**

***Style:*  Characteristics including \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, sentence structure, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and voice.**

***Conventions:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mechanics and usage, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

***Assessment:* Evaluation and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* + **Formal: based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
  + **Informal: generalized, not usually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
  + **Formative: in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
  + **Summative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Rubric:*  Tool for writing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

* + **Analytic: based on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
  + **Holistic: overall, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**The Six Traits – An Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ideas and Content** | clear  controlling idea  focused/ narrowed  sufficient information  insightful  original  interesting details  complete | **Conventions** | correct spelling  correct/effective punctuation  appropriate grammar/ usage  correct capitalization  designed to make reading easy |
| *Strategy to try:* | *Strategy to try:* |
| **Organization** | inviting opening/lead  obvious direction/ logical progression  effective sequencing  connected-ness  smooth transitions  good pacing  strong sense of conclusion | **Sentence Fluency** | graceful, easy to read aloud  natural, pleasant rhythm  structure enhances meaning  effective, smooth phrasing  effective use of conjunctions & transitions  variety in length, type & structure of sentences |
| *Strategy to try:* | *Strategy to try:* |
| **Word Choice** | appropriate to audience & purpose  active, energetic verbs  precise, concrete nouns  new twists on everyday words  minimal redundancy  accuracy of expression  paints vivid pictures  creative word combinations | **Voice** | obvious person behind the words  writer is committed/involved with topic  reaches out/ connects to audience  energetic, lively consistent tone  definite point of view |
| *Strategy to try:* | *Strategy to try:* |

**Collaboration Time:**

**“Thinking” Notes:**

1. Partner with another teacher from your content area and/or grade level.
2. Choose one of the six traits as a focus.
3. Together, discuss a particular assessment your students will encounter this year and . . .
4. Come up with one goal for assessment – what will a successful student result look like?
5. Be ready to share ☺

**“Pair” Notes:**



|  |  |
| --- | --- |
| Define:  Assessment | Describe: |
| Is: | Is not: |

**Using Models and Non-models**

Finding Samples Effective Use of Samples

1. 1.

2. 2.

3. 3.

**Monitoring and Assessment**

|  |  |  |
| --- | --- | --- |
| **Concept + Key Ideas** | **Best Practices** | **Strategies to Try (relate to writing traits):** |
| **Informal** |  |  |
| **Formal** |  |  |
| **Formative** |  |  |
| **Summative** |  |  |
| **Conferencing** |  |  |
| **Rubrics** |  |  |

**Closing the Implementation Gap**

Select a specific element of **assessment** that is personally important to you. Describe the context, challenge, and goal for student learning below:

Now, describe instruction that is PROFICIENT – not the best, but enough to meet your expectations.

Describe instruction that is PROGRESSING – it’s close to what you want, but not yet proficient.

Describe instruction that does NOT MEET STANDARDS.

Finally, describe instruction that is EXEMPLARY.

Reflect on your work. Will this level of specificity encourage, challenge and renew your teaching practice?

|  |  |  |
| --- | --- | --- |
| **Backwards Planning Guide** | | |
| **Content** |  | |
| **Results** |  | |
| **Evidence** |  | |
| **Possible Assessments** | | **Experiences and Instruction** |

**Logistics and Troubleshooting Discussion Notes:**

**ARRIVE: Personal Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assess** | What I need to pre-assess regarding student writing in my classroom: | When I will do this: | Collaboration possibilities: |
| **Research** | What resources I need to consult: | Where the resources are and when I will do this: | Collaboration possibilities: |
| **Reflect**  Strategies (based on today) that I will enact:  **Innovate**  When I will do this: | | | Collaboration possibilities: |
| **Verify** | How I will post-assess: | When I will do this: | Collaboration possibilities: |
| **Evaluate** (to be completed later)  Why I will or will not add this strategy/instructional element to my repertoire: | | | |

**HIGH FREQUENCY ACADEMIC VOCABULARY**

**Analyze**  to break something up into its component pieces and explain how those pieces relate to the whole.

**Classify**  to place persons or things together in categories based on common elements

**Compare** to use examples to show how things are similar – some differences may be identified, but the emphasis is on similarities

**Contrast** to use examples to show how things are different

**Define** to give a clear and precise meaning for a term – sometimes including identifying the class to which an item belongs and telling how it differs from other items in that class.

**Describe** to tell what something looks like, give a general overview of something

**Discuss** to talk about – a vague term, generally meaning to explain an issue from several points of view

**Evaluate** to make a value judgment in comparison to a model or a set of criteria, to look at both sides and then judge.

**Examine** to look closely and in-depth at an issue

**Explain**  to tell how something works, make something clear, show a process, analyze

**Identify** to list, explain, or provide an example of; to describe the most important aspects that distinguish a subject from other things

**Illustrate** to show the reader a general concept or principle through the use of specific examples or diagrams.

**Interpret** to identify the significance, meaning, or importance of a set of information. Interpret the data from the experiment.

**Justify** to tell why a position or point of view is correct or good

**List** to provide many examples

**Outline** to organize a set of facts or ideas by listing main points and sub-points, illustrating how the ideas relate to one another

**Reflect** think back over what is significant to you and why, often calls for personal connection

**Refute** to disprove an assertion using logical reasons, evidence, and explanations

**Review** re-examine or summarize the major points of a topic, usually in chronological order or order of importance

**State** to briefly present the facts or your position.

**Summarize** to present the main points of an issue in brief

**Support** to provide proof for an assertion in the form of reasons, evidences, and explanations

**Trace** to follow a single idea over a period of time